



# Indiana Department of Education

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Indiana Superintendent of Public Instruction

## Title I – 1003(g) – SY 2015-2016 – Cohort 6 Grant Application Directions and Guidance

1. LEAs must submit an application for EACH school applying for 1003(g).
2. LEAs and schools should reference the *scoring rubric* provided as additional guidance while completing the grant. <http://www.doe.in.gov/outreach/turnaround/1003g-summary-sig-grants>
3. There is not a page minimum or limit for the grant.
4. Submit all documents electronically to the following email address: [1003g@doe.in.gov](mailto:1003g@doe.in.gov) by July 7, 2015.
5. In the email, list the documents provided.

***For example:***

- A. *Application for Steve School in January School Corp*
- B. *Letters of Support from A, B, C, and D*
- C. *Assurance Letters from Superintendent, School Board, and Teachers Union*
- D. *Resume of Transformation Principal, Turnaround Director, Executive Director of Elementary Education*
- E. *Hiring Process and PD Schedule*

*\*Please note these are EXAMPLE documents for evidence.*

### Part 1: Grantee Information

1. All areas of Part 1 must be completed.

### Part 2: LEA and School Assurances and Waivers

1. The LEA/Eligible Entity must provide ALL assurances in its application.
2. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.
3. Names and titles of staff members who were workgroup members, had discussions about interventions to be implemented, and/or participated in the writing of the grant should be included.
4. LEAs and schools must list each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the school.
  - A. Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
  - B. Include the stakeholders (e.g. parents, community organizations) as early as possible.

- C. Provide the meeting topic, date and time, number of members present from each stakeholder group, and the general discussion or feedback at the meeting. A sample is provided in the application.
- 5. Responses to the following questions should be included in the response section for Family and Community Input:
  - A. How and when was information shared?
  - B. What were the pieces of key input used from Family and Community?
  - C. How was input incorporated into your grant?
  - D. How was your grant changed as a result of input?

### Part 3: Schools to be Served by LEA

1. LEAs must submit **INDIVIDUAL** applications for **EACH** school applying.
2. Using the list of Eligible schools posted with the application (<http://www.doe.in.gov/outreach/turnaround/1003g-summary-sig-grants>), complete the chart in Part 3 for all schools eligible. Include the school name and grade span.
3. All schools listed should be marked as Priority or Focus.
4. List the model selected; if no model is selected explain why the LEA believes they do not have the capacity to serve this Priority school with an intervention.
5. **This page should look the same for EACH school applying within an LEA.**

### Part 4: Needs Assessment and Goals

1. There are four sections to the Needs Assessment and Goals of Part 4.
2. It is recommended that schools complete a root cause analysis of the findings via the data provided in this section.
3. Develop findings from the data – short phrases and sentences that indicate the facts revealed by the data.
4. Consider the overall meaning of the data, the findings, and the root cause analysis in terms of students, teachers, and the principal and school needs.
5. **Subgroup Achievement Data** – ELA and Math ISTEP+ or ECA data
  - A. The ELA and math tables should be completed based on each ESEA subgroup. Schools can review subgroup data via the NCLB drop-down under the Accountability tab on COMPASS: <http://compass.doe.in.gov/dashboard/overview.aspx>.
  - B. This section requires current data, as well as goals throughout the grant.
  - C. ***These goals should be reasonable and attainable.*** For example, if a school had 25% of their Free/Reduced Lunch students passing, but put in a goal of 80% passing by 2018-2019 IDOE would question how that goal is attainable and would want to see data related to the choice in that goal.
  - D. Schools may be asked how goal numbers were determined.
  - E. Use the examples provided in the application as a guide.

6. **Overall Achievement Data** – EL and Math ISTEP+ or ECA data
  - A. Data should be provided for your overall student population.
  - B. This section requires current data, as well as goals throughout the grant.
  - C. ***These goals should be reasonable and attainable.*** For example, if a school had 40% of their students proficient on ISTEP, but put in a goal of 80% passing by 2018-2019 IDOE may question how that goal is attainable and would want to see data related to the choice in that goal.
  - D. Schools may be asked how goal numbers were determined.
7. **Leading Indicators** – school, student, and staff data
  - A. Each school must complete the table regarding key areas.
  - B. This section requires current data, as well as goals throughout the grant.
  - C. If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” – not applicable – in the column.
  - D. Review the data and add key findings in the last column.
8. **Narratives** – The final area of the Needs Assessment and Goals in Part 4 involves analyzing specific needs of instructional programming, school leadership, and school infrastructure.
  - A. For this section, the Local Education Agency must show how it has (1) analyzed the specific needs for instructional programs, school leadership, and school infrastructure and (2) give justification for the selected interventions for these areas.
  - B. For the LEA Analysis, include: detailed descriptions on what is currently occurring in the school, why this may or may not be working, and what needs may or may not be being met.
  - C. For the justification for selected interventions, include: what new intervention or change will occur, and why this has been chosen – this section should include alignment to your chosen model of intervention.

## Part 5: Selection of Improvement Model

1. Check the improvement model your school plans to implement.
2. Describe how the model corresponds to the data, findings, analysis, and self-assessment. Provide details on the following:
  - A. The rationale for the chosen model
  - B. How the model corresponds to the data, including:
    - i. subgroup data
    - ii. overall achievement data
    - iii. leading indicator data
3. Be specific and detailed in what data you used, your findings and analysis, and how the model was chosen.
4. Also give specific, detailed examples of how the model will create teacher, principal, and student change.
5. Rural schools may modify of ONE Transformation or Turnaround Principle for implementation.

### Part 5a: Selection of Improvement Model – SMART GOALS

1. Restart, Transformation, Turnaround, Early Learning, and Whole School Reform Models must write an overall SMART goal for culture and academics.
2. SMART goals must be specific, measurable, attainable, realistic, timely, and aligned to the needs of the school.
3. Culture SMART goal: should address a cultural building need. *Examples could be related to: behavior system, cultural competency, teacher support, leadership, etc.*
4. Academic SMART goal: One ELA and one math academic goal is required for each application. The “other” is optional and should be based on the needs of each school. *Examples of “others” may be overall school growth, or graduation rate.*
5. For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.

### Part 5b: Selection of Improvement Model – Planning Year – SY 2015-2016

1. SY 2015-2106 will be a planning year FOR ALL MODELS – **this is an IN condition that has been added for this round of applications.** Full implementation for Restart, Transformation, Turnaround, Early Learning, and Whole School Reform Models will begin in SY 2016-2017.
2. **Closure** will ONLY complete a planning year – it is the LAST chart in Part 5 of the Application
3. **Restart** will complete the FIRST planning year chart in Part 5.
4. **Transformation, Turnaround, Early Learning, and Whole School Reform Models** will complete the SECOND planning year chart in Part 5.
5. Focus areas provided in the Planning Year charts are required and should guide planning. Other focus areas may be added by schools to meet school planning needs.
6. Action steps should be very detailed. *For example, schools could include action steps for posting the principal opening, the hiring process for the principal opening, the types of flexibility the principal may have, as well as how that flexibility may be used just for the area of “principal changes and flexibility”.*

### Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

1. Please refer to the “Comparison of Models with Menus of Requirements, Conditions, and Options for Implementation” or the “individual model Menu of Requirements, Conditions and Options for Implementation” documents for specific implementation requirements for each model:  
<http://www.doe.in.gov/titlei/1003g-summary-sig-grants>
2. Schools MUST include implementation principles from the menus for their chosen model.
3. **Required:** required pieces are USED requirements and MUST be implemented appropriately.

4. **IN Conditions:** IN conditions are IN designated requirements and MUST be implemented appropriately.
5. **Options:** options are additional interventions aligned to the model principles. Optional pieces are not required, but ALL principles MUST have interventions from the menu.
6. **Sample Implementation Year Response:** below you will see an example of one area of implementation for Transformation:

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Increasing learning time: establishing schedules and strategies that provide increased learning time...	<p>Student Learning Time</p> <ul style="list-style-type: none"> <li>Implement a comprehensive <b>ramp-up program</b> for students at-risk of failure or subgroups with the largest achievement gaps (teachers, administration)</li> <li>Provide before/after/summer/ <b>weekend school</b> enrichment and/or intervention programs (teachers, administration, volunteer program)</li> </ul> <p><b>Analysis</b> of Extended Learning <b>Data</b> (administration)</p> <p>Formalized Plan (administration)</p>	<p><b>Ramp-Up Program</b> - Students will be identified at the end of SY 2015-2016 based on entire years' worth of data; students will start SY 2016-2017 by participating in ramp-up classes two days a week instead of specials; ramp-up classes will be taught by licensed teachers and will focus on differentiating based on individual student learning plans.</p> <p><b>Weekend School</b> - One Saturday per quarter all students will participate in ½ day enrichment and intervention programming – all “hands-on” activities and projects. Staff will create clubs based on student interest and student needs. Lesson plans will reflect IAS and students will be assigned to groups based on data.</p> <p><b>Analysis of data</b> – admin will analyze data of weekend school each quarter. Ramp-up program will</p>	<p><b>Ramp-Up Program</b> - Students will be identified at the end of SY 2016-2017 based on entire years' worth of data; students will start SY 2017-2018 by participating in ramp-up classes two days a week instead of specials; ramp-up classes will be taught by licensed teachers and will focus on differentiating based on individual student learning plans – goal to decrease need by 15% in year 2.</p> <p><b>Weekend School</b> - One Saturday per quarter all students will participate in ½ day enrichment and intervention programming – all “hands-on” activities and projects. Staff will create clubs based on student interest and student needs. Lesson plans will reflect IAS and students will be assigned to groups based on data – goal to increase enrichment groups and decrease intervention groups</p>	<p><b>Ramp-Up Program</b> - Students will be identified at the end of SY 2017-2018 based on entire years' worth of data; students will start SY 2018-2019 by participating in ramp-up classes two days a week instead of specials; ramp-up classes will be taught by licensed teachers and will focus on differentiating based on individual student learning plans – goal to decrease need by 25% in year 3.</p> <p><b>Weekend School</b> - One Saturday per quarter all students will participate in ½ day enrichment and intervention programming – all “hands-on” activities and projects. Staff will create clubs based on student interest and student needs. Lesson plans will reflect IAS and students will be assigned to groups based on data – goal to increase enrichment groups and decrease intervention groups</p>	<p><b>Weekend School</b> – ½ day salary stipends for all staff; materials for enrichment and intervention programming.</p> <p><b>PLC Time</b> – professional reading materials for PLC groups; possible PD for teacher leaders to attend and return and share.</p>

	<p>Staff Professional Development</p> <ul style="list-style-type: none"> <li>Dramatically increase <b>common planning time</b> and implement a system for its effective utilization, both horizontally and vertically (coaches, administration)</li> <li>Implement <b>PLC time</b> within the weekly schedule (coaches, administration)</li> </ul>	<p>be reviewed every month by admin and teachers.</p> <p><b>Common Planning Time –</b> Redesign school schedule to allow for 50 minutes of common planning time by grade levels 1/week.</p> <p><b>PLC Time –</b> Redesign staff PD schedule to allow for 30 minutes before or after school 1/week for Professional Learning Communities. Each community will have a focus related to school goals and needs, and staff may choose which PLC to take part in. PLC leaders will be identified – strong teacher leaders. Staff on improvement plans will work with admin to determine appropriate group to participate in. Group focus will be determined by coaches and admin for year 1.</p>	<p>by 15% in year 2.</p> <p><b>Analysis of data –</b> admin will analyze data of weekend school each quarter. Ramp-up program will be reviewed every month by admin and teachers.</p> <p><b>Common Planning Time –</b> Continue with 50 minutes of common planning time by grade levels 1/week, and add in 50 minutes of common planning by subject area 2/month.</p> <p><b>PLC Time –</b> Continue with 30 minutes before or after school 1/week for Professional Learning Communities. Each community will have a focus related to school goals and needs, and staff may choose which PLC to take part in. PLC leaders will be identified – strong teacher leaders. Staff on improvement plans will work with admin to determine appropriate group to participate in. Group focus will be determined by coaches, admin, and teacher leaders for year 2.</p>	<p>by 25% in year 3.</p> <p><b>Analysis of data –</b> admin will analyze data of weekend school each quarter. Ramp-up program will be reviewed every month by admin and teachers.</p> <p><b>Common Planning Time –</b> Continue with for 50 minutes of common planning time by grade levels 1/week and 50 minutes of common planning by subject area 2/month.</p> <p><b>PLC Time –</b> Redesign staff PD schedule to allow for 30 minutes before or after school 1/week for Professional Learning Communities. Each community will have a focus related to school goals and needs, and staff may choose which PLC to take part in. PLC leaders will be identified – strong teacher leaders. Staff on improvement plans will work with admin to determine appropriate group to participate in. Group focus will be determined by teacher leaders for year 3.</p>	
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## **Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020**

1. SY 2019-2020 will be a sustainability year for all models, BUT Closure.
2. As with the Planning Year, focus areas provided in the Sustainability chart and are required and should guide planning. Other focus areas may be added by schools to meet school planning needs.
3. Action steps should be very detailed. *For example, schools could include action steps for PBIS continuation, PLCs, Planning, Parent and Community Events, and Outside Partnerships just for the area of “maintaining culture”.*
4. Sustainability, or the capacity to endure, is a very difficult area to accomplish when schools are given large amounts of money for a short period of time. In school improvement, sustainability is specific to the school’s capacity to keep important and successful changes in the school after moving out of the “grant zone”. Programs, policies, and procedures are the strongest areas to enact change and the easiest pieces to sustain.
5. When planning for your grant – consider the academic gains of an implemented measure in relation to the cost. If you are going to see low academic gains and the measure will be a high cost, this is probably not something that will help your school or be sustainable.
6. In addition to comparing gains versus cost, schools may consider what is mission critical – what needs to be implemented NOW and what may be a low-leverage item. The second chart shows some examples of possible Mission Critical and Low Leverage items. Think about what you are implementing and what may be low-leverage. Is it really the best use of funds? Will it be sustainable?

## **Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021**

1. SY 2020-2021 will be the DISTRICT sustainability year for all models, BUT Closure.
2. In this year, schools should detail the sustainability plan for AFTER SIG funding – *indicate what areas and interventions the district plans to sustain **AFTER** grant funding, and with what funds the district plans to sustain said interventions.*

## **Part 6: Outcome Artifact**

1. Description:  
Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. **“Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.**

## 2. Possible Outcome Artifacts

- Mini-lesson video
- Recording of powerful practices - example: <http://youtu.be/VvXohCOYwIE>
- WebEx
- Powerful Practice How-To-One-Pager
- Blog
- Podcast
- Other artifact that demonstrates use of funding for powerful practice
- Examples: <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>
- *\*schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins.*

## 3. Recommended Questions for Schools to Consider When Determining and Creating Artifacts

- Who should be involved in the planning, implementation, and creation of the artifact?
- What type of artifact would best benefit our school need(s)?
- How will we be able to implement the artifact into our reform work?
- How will the artifact topic align to our goals?
- Should we focus on a particular area or student subgroup?
- How our artifact could be used district-wide?
- Will we want and or need to use any external providers as part of this product?
- How can we involve family and community members in the production of this artifact?

## **Part 7: LEA Capacity to Implement the Improvement Model**

1. All districts, regardless of the school improvement model chosen, are to complete the tables in part 7 – LEA Capacity Task, as well as LEA Risk Assessment.
2. There are seven required LEA commitments or actions that districts have already taken or *plan to take in the upcoming SIG commitment*.
3. A clear process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities must be present.
4. It should be clear that the School Board, Superintendent, and teacher's union are fully committed to eliminating barriers to allow for full implementation of the chosen model.
5. Clear and strong evidence should be provided for each capacity task, as well as each risk assessment task.
6. For evidence, please reference any attachments included and provide a description.
7. LEAs should consider the IN Conditions in relation to operational flexibility, governance structure and support when completing this section:
  - LEA must provide the principal:
    - control over people, time, program, and dollars
    - an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner
  - LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s):
    - Defined district role in the school SIG planning process



- Designated Central Office staff member to be part of the SIG process
  - Written support and commitment from Local Teacher's Association regarding flexibility for SIG implementation
  - Monthly Monitoring of SIG Programming and Implementation
  - Evaluation System for Programming and Implementation of SIG
  - Data Review Plan
  - Special Populations Review Plan
  - Fiscal Monitoring Plan
  - Timeline and Responsible Parties for all above plans
8. Recommended Questions for LEAs to Consider:
- Who should be involved in the planning, implementation, and monitoring process of SIG?
  - What is the LEA capacity when it comes to supporting SIG school(s) within the district?
  - How do the current instructional programs, school leadership, and school infrastructure support the chosen model?
  - How will the chosen model support all student populations?
  - How could being part of SIG affect the current teacher contract?
  - What flexibility will the district be able to give, and commit to giving, the school(s)?
  - Is the current building leader the right person for this endeavor?
  - Will we want and/or need to use any external providers?
  - What actions will be taken to sustain reforms?
9. Possible pieces of evidence may include: budgets, resumes, descriptions of hiring processes, meeting minutes, teacher union and other assurances, curriculum and professional development calendars, and evaluation system descriptions.

## **Part 8: Selection of External Providers**

1. The LEA might use external providers to provide technical expertise in implementing a variety of components of the school intervention models, such as helping a school evaluate its data and determine what changes are needed based on those data; providing job-embedded professional development; designing an equitable teacher and principal evaluation system that relies on student achievement; and creating safe school environments that meet students' social, emotional, and health needs.
2. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider.
3. Clear and strong evidence should be provided for each capacity task.
4. Possible questions to ask a potential provider:
  - What experience does the provider have working with schools with similar needs?
  - What types of services will be offered?
  - How will the provider structure the planning year? Implementation years? Sustainability years?
  - What resources will the provider have available to your school?
  - When and how often will the school have access to said resources?
  - What makes a provider's service unique and matched to your school needs?
  - How will progress be monitored?

- How much time will be spent directly with school staff?
  - How much will services cost?
  - What can the provider do for your school?
  - Who will be involved in designing the scope of work?
  - When will the scope of work be available to the school?
5. Scope of Work from an External Provider should include the following:
- Roles and responsibilities
  - Deliverables
  - Rewards and consequences for inaction/lack of progress (fines back to LEA if not meeting performance benchmark)
  - Staffing/personnel (including provision about no staff stealing)
  - Expectations for contract renewal
  - Cost, IP rights, timelines, process for amendments
  - Performance benchmarks or key performance indicators
6. General contract requirements should include the following:
- Description of the services that will be performed or of the goods delivered
  - Description of the dates when the services will be performed or of the goods delivered
  - Description of the location of the services that will be performed or of the goods delivered
  - Description of the number of students/teachers that will be served (if applicable)
  - A provision for termination of the contract
  - Provisions governing the payment of the services, which may include policy addressing nonattendance
  - A provision prohibiting the provider from disclosing to the public the identity of any student
7. Invoices should contain:
- A description of the services performed or goods delivered
  - A description of dates services were performed or goods delivered
  - A description of the location of where services were performed or goods delivered
  - A description of students/teachers served (if applicable)

## Part 9: Budget

1. It is essential that the school improvement plan drive the funding, rather than the funding drive the plan.
2. Budgeting should be thoughtful, reasonable, allocable, and necessary.
3. Strong use of funds will reflect expenditures related to programs, policies, and procedures.
4. Technology purchases should clearly support implementation of particular strategies and professional development as part of the reform effort. Technology purchases in year three are not advisable.
5. The Title I Fiscal Guidance Handbook (<http://www.doe.in.gov/sites/default/files/titlei/fiscal-handbook.oct.2014.pdf>) is a great reference to use when completing your budget. The sections on *Allowable Uses of Title I Funds* (pgs. 5-8) and *Supplement Not Supplant* (pgs. 42-45) would be especially helpful in planning budgets for school improvement grants.

6. USED guidance is schools may apply for up to 2 million dollars for each year of the grant. IDOE will review all proposed budgets for reasonable, allocable, and necessary expenditures. IDOE expects to see varied funding for each school year – decreasing throughout the three implementation years and throughout sustainability.
7. SIG Budgets should be completed for each of the following years:
  - SY 2015-2016 – Planning
  - SY 2016-2017 – Implementation Year 1
  - SY 2017-2018 – Implementation Year 2
  - SY 2018-2019 – Implementation Year 3
  - SY 2019-2020 – Sustainability
8. An additional DISTRICT sustainability budget should be completed for SY 2020-2021. This budget should show how the district plans to sustain pieces of SIG past SIG implementation AND other funding alignment.